|  |  |  |
| --- | --- | --- |
| **Name: Christopher** | | |
| **TOTARA ROOM HOME LEARNING Term 2 Week 3** | | |
| **REMINDERS** | | |
| **Monday: Homework due Rm 21 Library Rm 22 Music Travelwise Team Block 4**  **Tuesday: Sport - bring in the gear you need for your sport (Hockey - from 1.15pm)**  **Wednesday: Royal Harmonics**  **Thursday: Badminton lesson in your maths groups**  **Friday: Rm 21 - Music Rm 22 Library / Make a Wish Mufti Day /** | | |
| **BASIC FACTS - *you are aiming for instant recall*. Week 3: Set C** | | |
| **MATHS BUDDY: - 10 minutes per night. Choose from:**  **Speed Skills / assigned tasks /Weekly Revision Test** | | |
| **BARFOOT AND THOMPSON YOUNG AUTHORS' CHALLENGE - due date 3 June.**  **Mrs Withy has uploaded some 'narrative' documents on our home Wiki page to help you plan your story and give you some writing ideas. You can use the Titanpad Website to work collaboratively - in the class or/and at home.** | | |
| **'scr' sound words**  **Make a wish mufti day - what do YOU want to be when you grow up?** [**https://www.youtube.com/watch?v=HAHWgUqNuMo**](https://www.youtube.com/watch?v=HAHWgUqNuMo)  **List as many words as you can below using the 'scr' sound.**   |  |  |  |  | | --- | --- | --- | --- | | **Scratch** | **Scram** | **Screen** | **Scrub** | | **Scrape** | **Scrawl** | **Screw** | **Scrum** | | **Scrap** | **Scream** | **Scribble** | **Scrunch** | | **Scrabble** | **Screech** | **Script** | **Scrumptious** | | **Scramble** | **Scree** | **Scroll** | **Screwdriver** |   **Direct vs Indirect Speech**  **Add correct punctuation to show direct speech:**  **1. Have you been to Melbourne asked Bill.**  **“Have you been to Melbourne?” asked Bill.**  **2. Come and help me shouted Sam.**  **“Come and help me!” shouted Sam.**  **Rewrite each sentence as indirect speech:**  **1."I would like to go on a picnic," said Tom.**  **“Tom said that he would like to go on a picnic.”**  **2. "What time is it?" inquired Fred.**  **“Fred inquired what the time is.”** | | |
| **READING** | | |
| In the story you are currently reading, write down the MAIN IDEA or two MAIN IDEAS.  **Title: Geronimo Stilton The Hunt of the Secret Papyrus.**  The first main idea is:  **Professor Sandsnout is going to use an invention to unroll the black papyrus and discover the secret of eternal youth.**  The second main idea is:  **The black papyrus and the invention was stolen! Agent 00W is now suspicious about everyone.**  Key words from the main idea/s are:  **1. Sandsnout use invention unroll black papyrus discover secret eternal youth.**  **2. Black papyrus and invetion stolen! 00W suspicious everyone.** | | |
| www.kiwikidsnews.com: Read one article that interests you from this newspaper and write one or two sentences about it in your own words.  **New Zealand is going to get electronic motorway signs. Some electronic signs has already been installed at the Northern, Southern, Southwestern, and Northwestern motorways.** | | |
| **SPELLING**  **Practise spelling your words. Write a sentence to show the meaning of the word.**  **Check your spelling and re-read your sentence to make sure it makes sense.** | | |
|  | **One synonym**  **(word with same meaning)** | **Sentence (highlight the word)** |
| 1. Sufficient | enough | I have sufficient money to buy the board game I want. |
| 2. suitability | appropriate | A G or PG rating shows the suitability of a game or movie for kids. |
| 3. thoroughly | Completely | After I thoroughly searched the whole non-fiction section of the library for a Jonny Ball book, I finaly found one. |
| 4. tournament | Match | At the soccer tournament, I only kicked the ball twice. |
| 5. agreeable | Willing | I wonder if my teacher would be agreeable with no homework for a week. |
| 6. altitude | height | When the plane gets to a high altitude, I can see the cluods below me. |
| 7. amazement | Surprize | I watched with amazement with a video of feathers and a ball falling in an airless room at NASA. |
| 8. analyse | examine | I once had to analyse a maths problem to solve it. |
| 9. assume | supose | My mum assumed that it was going to rain, so we didn’t go to the park. |
| 10. authority | Control | Mrs Myers has all the authority at this school. |
| **Pepeha:**  1. Have a family korero (discussion) to find out your mountain and sea so that you can complete your pepeha at school.  **Sea: Waitemata Mountain: Maungakiekie**  2. I have loaded up the whakaohoho (for boys, at the beginning) and whakatauki (girls, at the end) on our Homelearning Wiki page.  Choose the one that YOU want to include in your pepeha.  **Ka tangi te titi, Ka tangi te kaka, Ka tangi hoki ahau. Tihei mauri ora!**  **The 2 best speakers of their pepeha in each Year group in our class will be selected for judging. Winners will be announced at our Matariki Day in Week 9.**    **Enquiry: Tamaki Makaurau - Considering the Past - Moving Forward**  Following on from our learning about arriving in Aotearoa by waka, design your own waka hourua that you could use to sail across the Pacific Ocean. Keep the traditional design of the waka hourua but think about what modern comforts/technology you might include?  Think about – navigation, materials used to make the different parts of the waka, communication.  Draw your design and label the parts. The images on the padlet <https://padlet.com/felicityb/wakahourua> (also on the Home Learning wiki page) can be used to help you. You have 2 weeks to work on this. | | |